



## The Implementation of Education National Standard in the Instrument of School Accreditation of Bali Province Education Authority



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### Abstract

The present study was aimed at investigating the implementation of the eight educational national standards in the school accreditation instrument to the improvement of the education quality in Bali province. The samples were taken from the schools in Bali province comprising elementary school, junior high school, senior high school, and vocational school taking accreditation in 2016. The data were collected using written instruments equipped by Focus Group Discussion (FGD) by applying quantitative and qualitative methods. The results reveal that the two aspects, legibility, and evaluation, for those schools were categorized as good regarding contents, process, graduation competence, and management standards. While the other aspects, implementation, and achievement, were categorized as poor in the teachers and education administrators, facilities and infrastructures, financial, and education evaluation aspects. The barrier of those eight standards is caused by the standards of teachers and education administrators at elementary school, the productivity of teacher at vocational school, financial standard which does not yet cover the need of all educational units, local and central government support for the facilities and infrastructures as well as the inadequacy of good governance. The data analysis also indicated that the regulation in the educational sector between local and central government is not aligned yet. It is recommended that the linearity of the various regulation in the educational sector conducted among the stakeholders is urgently required.

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## 1. Introduction

Education is the process of empowering students to develop their own potency to be a creature who is faithful and cautious, having a noble character, healthy, knowledgeable, competent, creative, independent, democratic, and responsible (Act. No. 20, 2003, SPN, article 3). The various potency of the students must be developed through the process of education to manifest the goal of national education. The substance of the education is the process of transformation of knowledge, culture, and values through academic activities such as the process of face-to-face learning, structured assignments, and autonomous activities/self-development as well as non-academic activities (extracurricular activities). These can be achieved by building up the schools capacity through professional development which covers conceptual and empirical consideration in maiming the school possible capacity (King & Newman, 2001).

To achieve the goal and ensure the improvement of national education quality, the Indonesian government establishes Education National Standard Board (BSNP) in which one of its authority is to develop a standard of education national (Reg.No.19, 2005 about SNP, art. 76). Those standards comprise contents, process, graduate competence, teachers and education administrators, infrastructure, management, financial, and evaluation standards. Based on the National Education System Law number 20, 2003, it is stipulated that accreditation: 1) is performed to specify whether a particular unit of education is eligible and feasible for operation as formal and non-formal education in each level and type; 2) is performed by an independent organization/institution with guaranteed public accountability; 3) is performed on the basis of open criteria. In addition, the decentralization of education is also important to consider in gaining a higher level of education standard (Kristiansen & Pratikno, 2006).

In addition, based on the Government Regulation number 19, 2005 (2), it is stipulated that 1) Quality control and assurance in accordance with National Education Standards (SNP) shall be undertaken in three integrated programs, namely evaluation, accreditation, and certification; 2) Quality assurance aims at protecting the community against malpractice of education in order to have services and outcomes of education as set by the educational providers; 3) Education standardization is significant as a guide to the direction of national education with flexibility and freedom of implementation, 4) SNP shall be made a reference to by education providers as empowerment of initiatives and creativity in achievement of minimally required standards; 5) SNP shall be the basis for the formulation of criteria and instruments of accreditation with a comprehensive, transparent, objective and just form of public accountability

The eight education national standards are used as the reference in implementing education by educational units including elementary school, junior high school, senior high school, and vocational school as well as the educational authorities of Regency, city, province, and center. In order to ascertain the implementation of those standards conducted by educational units and education executants, then the province authority establishes school boarding school province accreditation agency (Pooran Akreditasi provinsi school-madrasah so-called BAP S/M) which functions as conducting the accreditation activities at elementary school, junior high school, senior high school, and vocational school at Bali Province (Ministry Regulation No. 59, 2012, art. 10). Haryati (2014, p.139) contends that Accreditation is aimed to provide information on the 'feasibility and eligibility of education units whether or not they have met the requirements as set by the National Standard of Education (SNP) by means of acknowledgment of the accreditation ranks in support of quality assurance for the accredited education units and the public community (shareholders)'. Accordingly, the significance of the accreditation leads to some benefits, that is, (1) a reference for improvement of school quality and school development plan, (2) a motivator for schools to competitively, comprehensively improve educational services at regional, national or even international levels, (3) a useful feedback in efforts of empowerment of school performance in implementing the vision and missions, and (4) useful information for schools as the learning communities to gain support from the Government, societies, and private sectors in terms of professionalism, morality, human resources and finance. The improvement of school development is certainly continually needed to carry out to the attained a higher level of educational quality (Harris, 2001).

School accreditation constitutes the evaluation activities by the government and/or independent agency (BAN S-M/BAP S-M) which have the authority to determine the feasibility of the programs and/or formal education units based on the criteria which have been established as a form of public accountability conducted objectively, fairly, transparently, and comprehensively by using the instruments and criteria established by BAN S-M in which the forming of the instruments relies on the eighth education national standards.

In order to ascertain the implementation of the eight standards in the school accreditation instruments of Bali province, the present research is conducted by focusing on 1) implementation of the legibility, evaluation, implementation, and achievement of the school accreditation instrument, 2) the barriers to implementing school accreditation, and 3) the utilization of the accreditation results by stakeholders. The eight education national

standards comprise: contents, process, graduate competence, teachers and education administrators, infrastructure, management, financial, and educational evaluation standards functioning as the basis for planning, implementing, and supervising the education in order to manifest an excellent national education (Govt.Reg. No. 13, 2015 regarding the amendment of education national standard).

Each standard contains technical specification, measurable and open criteria, and interpretable into the education process. Those standards are designed to be used consistently as the rules, guidance, and references in enforcing and managing minimum education, but dynamic in other aspects. Accordingly, the units or/and programs of education do not only comply with minimum standards but also exceeds those standards. The School Accreditation instrument accommodates the criteria of quality assurance which promotes 'quality improvement'. Accordingly, accreditation program should either assesses the SNP achievement or provides appreciation to the quality improvement effort as formal recognition in which the educational units or programs has met those standards. The compliance of those standards is important but not sufficient because an excellent institution always implements a continuous improvement in implementing quality culture. Accreditation is not a final goal, but it is an instrument to improve the quality which is conducted sustainably. Accreditation is an external quality assurance system which is conducted every five years (accreditation guidance school boarding school, 2016).

The school accreditation instrument emphasizes the compliance of the documents regarding the evidence of the learning process implementation. Indeed, many schools receive accreditation 'good', but their learning process is not good yet. Accordingly, accreditation should not only assess the document but also assess the process and the achievement of the schools. The accreditation document is susceptible manipulated. Considering that the document is used as the school reference to show the evidence of the accreditation implementation, it is required to review the school accreditation instrument. Accordingly, the review doesn't only rely on the document compliance as the evidence of the implementation and compliance of the school accreditation standard.

Accreditation instruments of elementary school comprise eight education national standards, that is: (1) contents standard (items no. 1 – 18), (2) process standard (items no. 19 – 29), (3) graduate competence standard (items no. 30 – 46), (4) teachers and education administrators standard (items no. 47 – 65), (5) infrastructure standard (items no. 66 – 90), (6) management standard (items no. 91 – 110), (7) financial standard (items no. 111 – 135), and (8) evaluation standard (items no. 136 – 157). While, the criteria of the accreditation score comprise: A with score range 86-100 (very good), B with score range 71-85 (good), C with score range 56-70 (fair), and score range 0-55 (not accredited) (Ministry regulation. No. 11, 2009).

The accreditation instruments for Junior high school cover eight educational national standards namely; (1) contents standard (items no. 1 – 18), (2) process standard (items no. 19 – 29), (3) graduate competence standard (items no. 30 – 49), (4) teachers and education administrators standard (items no. 50 – 75), (5) infrastructure standard (items no. 76 – 103), (6) management standard (items no. 104 – 123), (7) financial standard (items no. 124 – 148), and (8) evaluation standard (items no. 149 – 169). While, the criteria of the accreditation score comprise: A with score range 86-100 (very good), B with score range 71-85 (good), C with score range 56-70 (fair), and score range 0-55 (not accredited) (ministry reg. No. 12, 2009).

The accreditation instruments for senior high school cover eight educational national standards namely; (1) contents standard (items no. 1 – 18), (2) process standard (items no. 19 – 27), (3) graduate competence standard (items no. 28 – 52), (4) teachers and education administrators standard (items no. 53 – 72), (5) infrastructure standard (items no. 73 – 102), (6) management standard (items no. 103 – 122), (7) financial standard (items no. 123 – 146), and (8) evaluation standard (items no. 147 – 165). While, the criteria of the accreditation score comprise: A with score range 86-100 (very good), B with score range 71-85 (good), C with score range 56-70 (fair), and score range 0-55 (not accredited) (ministry reg. No. 52, 2008).

The accreditation instruments for vocational school cover eight educational national standards namely; (1) contents standard (items no. 1 – 18), (2) process standard (items no. 19 – 31), (3) graduate competence standard (items no. 32 – 62), (4) teachers and education administrators standard (items no. 63 – 87), (5) infrastructure standard (items no. 88 – 112), (6) management standard (items no. 113 – 138), (7) financial standard (items no. 139 – 164), and (8) evaluation standard (items no. 165 – 185). While, the criteria of the accreditation score comprise: A with score range 86-100 (very good), B with score range 71-85 (good), C with score range 56-70 (fair), and score range 0-55 (not accredited) (ministry reg. No. 13, 2009).

In the effort of enabling the school achieved the standards as indicated by the Indonesian government regulation, consequently education reforms in essentially needed to be implemented in the Indonesian education system (Raihani, 2007). Therefore based on the consideration of the crucial points of the regulation and the standards of school accreditation, it vividly necessary to investigate thoroughly the actual implementation of the eight educational

national standards in the school accreditation instrument to the improvement of the education quality in Bali province.

## 2. Materials and Methods

The present study aims at assessing the school accreditation instruments, so-called Meta-Evaluation (Anastasia, 1988), which is developed based on the eight education national standards used to evaluate the accreditation at elementary, junior high, senior high, and vocational schools at education authority of Bali Province. The steps in conducting the research are: developing the design, developing the instruments, determining the respondents, collecting the data, and analyzing the data.

The design of this study is aimed to assess items of the accreditation instruments on elementary, junior high, senior high, and vocational schools seen from the aspects of legibility, measurement, implementation, and achievement (Gronlund, 1982). On the other hand, FGD is focused on the barriers to implementing the school accreditation and the utilization of the school accreditation. The instruments were developed by considering the documents of the legislation and regulation regarding SNP as well as accreditation instruments of elementary, junior high, senior high, and vocational schools. The completion of the instruments was assessed by the experts.

The determination of respondents is intended to establish the target of the research as the representation of the population by using purposive sampling. The respondents were chosen based on the research objective to ensure the representation of the population. 50 respondents were selected involving the head of education authority, school assessor, school supervisor, principal, vice principal, teachers, and school staffs. The collecting data was started out through searching and reviewing the documents of standard and school accreditation instrument seen from the aspects: legibility, evaluation, implementation, and achievement. The research instrument constitutes a number of the questionnaire by the scale containing 4 (very good), 3 (good), 2 (fair), and 1 (poor) (Gronlund, 1982). In addition, FGD was conducted by focusing on the barriers to the accreditation implementation and the utilization of the accreditation by the stakeholders. The quantitative and qualitative approach was used in analyzing the data. The quantitative approach was conducted by investigating the aspects of legibility, evaluation, implementation, and achievement, while qualitative approach was focused on the results of FGD by classifying similar answers.

## 3. Results and Discussions

The results postulate that the aspects to be measured (legibility, evaluation, implementation, and achievement of the eight SNP as well as the accreditation instruments) are categorized 'good' regarding contents, process, graduate competence, and management standards. While, the implementation and achievement standards are 'poor' on the teachers and education administrators, facilities and infrastructures, financial, and evaluation standards.

The barriers to implementing the eight SNP standard and school accreditation instruments are found in the educator and educational staff standards at elementary schools, educator standard (productive teachers) at vocational schools, insufficient budget at financial standard for all educational units, lack of support from the local and central government regarding facilities and infrastructures as well as poor governance. In addition, the regulation of the education between local and central government is not parallel.

The results of school accreditation have not been used optimally by the educational units, educational authorities of the Regency/town/province/center and the foundation of private schools notably in the standards of teachers and education administrators, facilities and infrastructures, finance, and evaluation. To increase the quality of the education, it is necessary to conduct in-depth discussion of the elaboration of the eight SNP which require the completion of school accreditation based on the curriculum which is applicable. It is also asserted that the linearity of the regulation among the educational authorities of regency/city/province and center should be taken into account.

The analysis of the data as presented above showed the real implementation the eight education national standard in the school accreditation evaluated from the aspects; 1) the legibility, evaluation, implementation, and achievement aspects, 2) the barriers to the implementation of those eight standards, 3) utilization of the accreditation results by the educational unit and the effectuation of education, that is, local government, central government, and the founder of private school foundation.

#### 4. Conclusion

The eight education national standards include contents, process, graduate competence, teachers and education administrators, infrastructure, management, financial, and educational evaluation standards. The implementation of the eight standards in the accreditation instruments is counted 157 items for elementary schools, 169 items for junior high school, 165 items for senior high school, and 185 items for vocational school. The criteria for the Accreditation constitute grade A (very good) with score interval 86-100, B (good) with score interval 71-85, grade C (fair) with score interval 56-70, and grade C (poor/not accredited) with score interval 0-55.

In order to increase the quality of the educational output, the discussion of the elaboration of the eight educational national standards is urgently required to be reviewed. In addition, the school accreditation instruments should be also adjusted with the applicable curriculum. It is recommended that the linearity of the educational regulation among local, province, and central authorities should be taken into consideration.

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#### *Statement of authorship*

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.


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